$$\left(\begin{array}{l}\textit{May to July, 1930,}\\ \textit{September to December, 1930, overseas.}\end{array}\right)$$

# Parents' National Educational Union.

## The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) " pray for the children to prosper in good life and good literature."—(Dean Colet.)

### FORM IV.

Pupils' Names...............................................................

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**Bible Lessons.**

The Bible text (as given in book used) must be read and narrated first.

*Old Testament History,*\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 3-79.

*St. Luke,* chapters 17-24. Use *One Volume Bible Commentary,* by J. R. Dummelow (Macmillan, 10/-). *The Saviour of the World,*\* Vol. I. (P.N.E.U. Office, 3/-), pp. 107-159, with Bible passages from index.

Optional : (*a*) Peloubet's *Bible Dictionary* (R.T.S., 10/6), may be used for all names of persons and places. (*b*) Philips' *Handy Scripture Atlas*\* (1/-). (*c*) *Historical Geography of the Holy Land,* by S. R. Macphail (Clark, 1/-), pp. 7-39. (*d*) *Heroes and Writers of the Book of Common Prayer,* by G. M. Forde (S.P.C.K., 3/6).

Teachers will find the following books useful for personal study : (*a*) *Fact and Faith in the Bible,* by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6. Ready in April). (*b*) *The Accuracy of the Old Testament,* by J. Garrow Duncan, B.D. (S.P.C.K., 6/-. Ready in April). (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/6).

† The 117th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), *or*, *Lectiones* (Spottiswoode, 1d., 1930). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings: For use in Opening School* (S.C.M., 3/-). *Sunday Gospels*, by Bishop Masterman (S.P.C.K., 3/6).

For Sunday reading (optional) :

*The Firebrand of the Indies* (Francis Xavier), by E. K. Seth-Smith (S.P.C.K., 2/6). Paterson Smyth's *Our Bible in the Making* (Sampson Low, 3/6), pp. 2-75. Read from Spenser's *Faerie Queene*, Book I. **2/6**

Sunday Occupations : A Book of Centuries : see illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6).

### Writing.

Choose and transcribe passages from, (*a*), the poets set, and, (*b*), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card) ; work from cards 7 or 9.

### Dictation (*A New Handwriting* to be used)

Two or three pages or a passage to be prepared beforehand from (*a*) a newspaper, *or* (*b*) the prose and poetry set for Literature ; words not known to be visualised ; a paragraph to be then dictated or to be occasionally written from memory ; see *Home Education*, pp. 240-243.

### Composition. (Also oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, *or*, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-179. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

### English Grammar. (See N.B. 4.)

Parse and analyse each week from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 152-179.

### Literature (including holiday and evening reading).

Shakespeare's *Julius Caesar*,* or *A Midsummer-Night's Dream*ated* (Blackie, 6d.). Scott's *Kenilworth*,* 1/6). Read from *Bacon's Essays*,* (Blackie, 10d.). Spenser's *Faerie Queene*,* (Oxford Plaintext, 1/6), Canto I. *A History of English Literature for Boys and Girls,*,* by H. E. Marshall (Jack, 10/6), pp. 247-278, 305-355. Read contemporary poetry from *Shakespeare to Hardy, An Anthology of English Lyrics*,* (Methuen, Third Edition, 1928, 3/6). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

### English History.

*A New History of Great Britain,*,* by R. B. Mowat (Oxford Press, Section 2, 3/-), pp. 250-331 (1558-1642). A chart of the 16th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events : take the *Home and Class Room* section of *The Times* (direct from *The Times* Office, 6/- yearly). **2/6**

Quennell's *History of Everyday Things in England*, Part IV : 16th Century, (Batsford, 3/-), may be used.

### General History.

*Medieval and Modern Times,*,* by T. R. Robinson (Ginn & Co., 10/6), (1558-1640), contemporary European history from pp. 345-372 (omit set questions). *Ancient Times : A History of the Early World,*,* by J. H. Breasted (Ginn, 10/6), pp. 445-532 (323-264 B.C.) (omit set questions).

Continue a Book of Centuries* (P.N.E.U. Office. 1/9, or, better, 2/6 : see illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum ; Quennell's *Everyday Things in Homeric Greece* (Batsford, 7/6), may be used.

### Citizenship.

*Ourselves,*,* Book I. (Kegan Paul, 4/6), pp. 118-139. North's Plutarch's *Lives : Julius Caesar*,* (Blackie, 10d.). *Hellas the Forerunner*, Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 61-123. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent. 2/6).

For mothers to read aloud : *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

## Geography.[1]

" Ambleside " map questions to be answered from map before each lesson ; then reading and narration ; memory sketch maps.

*The Ambleside Geography Book* V.,* (Kegan Paul, 5/-), pp. 210-267 (U.S.A., Mexico and S. America), with *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 293-310. Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 1-78. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

## Natural History and Botany.[1]

*Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 89-129. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 421-451, omitting small print. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate, *e.g.*, clouds. The following may be used for suggestions : Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

## General Science and Geology.

*Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112. *The Elements of Geology*,* by M. A. Johnston (Nelson, 3/6), pp. 197-259, with a good map of the British Isles ; give some account of the geology of your own neighbourhood.

## Hygiene and Physiology, Domestic Economy.

‡*Physiology and Hygiene*,* by J. Argyll Campbell (Bell, 3/6), pp. 167-222 ; omit set questions.

## Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions\* of pictures by Mantegna (P.N.E.U. Office, 2/- the set) : see the special notes *for teachers' use only* in the *Parents' Review*, for April. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 59-105.

† Overseas members see special leaflet.
‡ Overseas members see special leaflet.
‡ Coming to an end this term.

## French.[2] (See N.B. 4.)

*L'Enseignement Littéraire du Français*,* by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 35-41 inclusive. Teacher study preface. Read and narrate *Monsieur le Vent et Madame la Pluie*,* by P. de Musset (Hachette, Bibliothèque Blanche, 1/3), pp. 88-127. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

## Latin. (See N.B. 4.)

*A Latin Book for Beginners. A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part II., §§ 65-70. inclusive. *Cæsar's Gallic War*,* Books I.-III., by C. Hignet (Oxford Press, 2/6), Book I., §§ 27-42, inclusive.

## German.[2] (See N.B. 4.)

*Primary German Course*,* by O. Siepmann (Macmillan, 4/-), Lessons 27-30, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), No. 17 (*Hercules*) to the end.

## or. Italian.[2] (See N.B. 4.)

*Italian Lessons and Readings*,* by C. U. Clark (Harrap, 5/-), Lessons 4-6, or continue. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters 20-30 (inclusive).

## Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Book V.\* (London University Press, Pupil's Book, 1/1), pp. 80-96. It is essential to use also Teacher's Book V. (2/3) for directions and method.

For rapid mental work, use *Arithmetical Dictation*, Book V., by Alfred Wisdom (U. L. Press, 1/3), Ex. 321-330.

Important : to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L. Press, 6/-)

## Geometry. (See N.B. 4.)

*A Shorter School Geometry*,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161, and revise Section I. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

2 Schools may substitute the national language.

**Algebra.** (See N.B. 4.)

*A School Algebra,** by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Studies of trees, animals, etc., out of doors (see Glass, pp. 27-79). Sketching: *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 6/-). Original illustrations. Simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

In addition to usual work, choose and learn a suitable composition by Mendelssohn. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Music Appreciation.**

The work of Mendelssohn, see (*a*) article and (*b*) records suggested under *Our Work* in the April *Parents' Review*. *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 107-155 ; teacher use appendices I.-IV.

**Recitations.**

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 107. A scene from Shakespeare. Two poems from anthology set. Two hymns.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey,** Vol. II. (Chapman's translation), (Simpkin Marshall, 3/6), Books 13-16. Sir Walter Raleigh's *Discovery of Guiana** (Blackie, 10d.). *Don Quixote** (with omissions), (Wells Gardner, 7/6, or Ginn & Co., 3/6).

**Singing.**

Three English songs from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6 ; words only 2/-), or *The Pocket Sing-Song Book* (Novello, words and music, 1/6). Three French songs from *The Folk-Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

**Drill, etc.** (Choose new work each term.)

*Board of Education Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office,

4d.). *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. IV.-VI., descriptions and tunes of 6 Dances in each volume (Novello, 3/- each). *Scandinavian Dances*, Series III. (Ling Association, Instructions 3d., Music 8d.). Ex-Students take House of Education Drills. For drill music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Son, 2/8). Tennis. Swimming : for land and water drills, see *Swimming Instruction*, by F. Baxter (Simpkin, Marshall, 1/-).

**Work.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6) ; (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6) : make six models (Ambleside students take House of Education models). Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6. Claymodelling : *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Make a garment: *A Manual of Plain Needlework*, by Mrs. E. Griffiths (Oxford Press, 3/6). Boys: *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Darn and mend garments from the wash each week : *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the " Save the Children Fund," 26 Gordon Street, London, W.C.1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following : *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). (It is not advisable that stereotyped courses should be followed.)

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N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the literature, verse, play or poems are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G)   Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new. or (b) continue the subject in the set book from the point they have reached ; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc , marked  * and a set of the Pictures and materials.   One copy of the other books is sufficient.   **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.**   The books from " Drawing " onwards are advisable but optional.   The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6 —Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review.*

N.B 7 —*The current Programmes are for Members of the School only and must not be lent.*   Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc,, may be obtained from the Secretary of the P.N.E.U , 26, Victoria Street, London. S.W. 1. Blazers are also obtainable.

**N.B 9.—All letters about the School and Programmes. except book orders, should be sent to The Director. Parents' Union School, Ambleside. Westmorland.   Members are asked to send the School Fee direct to Ambleside.   The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.**

# Parents' National Educational Union.

## The Parents' Union School.

(*Address:* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM IV.

PUPILS' NAMES..............................................................

.............................................................

**Bible Lessons.**

I.    1. Write a brief account of (*a*), the wisdom and the power of Solomon, and (*b*), the great rebellion in the time of Rehoboam.
      2. Show by what events God revealed Himself to His prophet Elijah.

II.   1. Explain in *two* instances what our Lord meant when He said (*a*), "We are unprofitable servants, we have done that which it was our duty to do," (*b*), "Render to God the things that be God's," (*c*), "Unto everyone which hath shall be given."
      2. What teaching does our Lord give us about "the Kingdom of God" in the later chapters of St. Luke's Gospel?

**Writing.** (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

**Dictation** (unprepared). (Spelling is also considered in each answer.)

Scott's *Kenilworth*, chapter xii., paragraph 1, "The ancient . . . purpose."

**Composition.**

1. Some verses (which must scan) on one of the following,— (*a*), "Puck," (*b*), an air-flight, (*c*), an Elizabethan "Sea-dog," (*d*), impressions of a summer's evening.
2. A discussion on,—(*a*), Speed: its advantages and disadvantages, (*b*), Unemployment and the increase of mechanical aids to work, (*c*), Suggestions for creating more work.

### English Grammar.

1. Analyse, parsing the words in italics,—
   "*Through* the *pale* green forest of tall bracken-stalks,
   *Whose interwoven* fronds, a jade-green sky,
   Above me glimmer, *infinitely* high,
   *Towards* my giant hand a beetle walks
   *In* glistening *emerald* mail."
2. Write notes on the uses of (a). the personal pronoun, (b), the relative pronoun, giving examples.
3. "The adjective is . . . the colouring of the language picture." Choose from your anthology three short pictures that strike you as well coloured.

### Literature.   (Answer three questions only.)

1. What was Spenser's plan for "The Fairie Queene"? Write the story of Book I., Canto I. (*or* Canto II.), quoting lines that have struck you.
2. A scene for acting from *Kenilworth* in which (a), Leicester, *or*. (b), "Wayland Smith" appears.
3. An essay upon (a), travel, *or*, (b), gardens, according to Bacon.
4. Compare and contrast the characters of Brutus and Cassius in the play of *Julius Ceasar*.
*or,* 4. Describe the part played in "A Midsummer Night's Dream" by one of the following,—(a), "Bottom," (b), "Hermia," (c), "Demetrius," (d), "Titania."

### English History.   (State book used.)

1. Sketch the character of Queen Elizabeth.
2. Write a brief account of (a), the state of Ireland in the reign of Elizabeth, *or*, (b), the Netherlands Revolt.
3. Give some account of the period of personal government by Charles I., showing what events brought it to an end. Dates.

### General History

1. Give some account of the inventions and science, libraries and literature of the Hellenistic Age.
2. Describe briefly the early Roman Republic : its progress and government.
3. Summarise briefly the events of the Thirty Years War. Dates.

### Citizenship.

1. Show that (a), humility, (b), gladness are due from each of us. In what ways may these graces be shown?
2. Describe the parts taken by (a), Demosthenes, (b), Nicias, in the Sicilian expedition.

3. Sketch briefly the character of Julius Cæsar, and say to what events in his life the following sayings refer,—
   (a), "A man can be but once undone, come on."
   (b), "Time of war and law are two things."   (c), "Thou hast Cæsar and his fortune with thee."

### Geography

1. Draw a sketch map of Mexico, showing its physical features and boundaries. Write a general account of the country and its people.
2. Give some account of the expansion of the United States of America during the 19th Century.
3. Describe two common geological conditions which govern the position of springs and wells.

### Natural History.

1. Give and explain a diagram of the skeleton of a sparrow, showing how it is adapted for flight.
2. Describe in detail (i.) the method of climbing in (a), the convolvulus, (b), the sweet pea, (c), the ivy, (ii.) the growth of the Canadian water weed.
3. Describe and account for four different kinds of clouds. Drawings.

### General Science.

1. What do you know about the wonderful structure of (a), molecules, *or*, (b), elements and compounds?
2. Give a short account of the British Isles in the Ice Age. How can we trace the movements of the glaciers, and what evidence have you seen yourself?

### Physiology and Hygiene.

1. Show the importance of sunlight in relation to health.
2. Describe, giving a diagram, the action of a muscle. What chemical changes take place during exercise and consequent rest?

### Picture Study and Architecture

1. Describe *The Ascension*, by Mantegna.
3. Give some account of the distinguishing features of (a), the Colosseum, (b) the Arch of Constantine, (c), the Pantheon, at Rome.

### French

1. Describe in French (a), what happened when Pierrot shut all the doors on Monsieur le Vent, *or*, (b), a day out-of-doors in summer.
2. Translate into French page 98 (Molmy), "I had . . . to foot."
3. Answer in French the questions on page 100. "Où . . . école."

**Latin.**
1. Translate (1) If Massiva had not come to Spain, Scipio would not have seen him. (2) If you were to attack the city, you would capture it. (3) He thinks that if we hear the enemy we shall be afraid.
2. Tell the story of Massiva briefly in Latin, in words as simple as possible, using Oratio Obliqua after a past tense. "Livy has said that," etc. Consult § 70, *Latin Book for Beginners*.
3. (a) *Caesar's Gallic War*, Books I.-III. (Hignet), § 33. Translate from "His rebus" to "arbitrabatur" (11 lines). (b) Read again the Latin of (a), then write a narration in Latin.

**German.**
1. Translate into German, Reproduction, page 193, II., sentences 1-4.
2. Translate Exercise III., page 195, sentences 12-20.
3. Use in sentences the present indicative third person singular of *können, dürfen, mögen, wollen.*

*or,* **Italian**
1. Work Exercise, page 18, taking prepositions 1-4 (2 nouns each).
2. Answer, in Italian, the questions in Exercise A1, page 18.
3. Write four sentences in Italian about "La Primavera."

**Arithmetic**
1. What per cent. is 18/8 of £1 : 8 : 0 ?
2. Find the Simple Interest on £287 : 10 : 0 for 5 months at $9\frac{1}{2}$%.
3. A straight road is 30 feet wide. What length of it would cover an acre of ground ?

**Geometry.**
1. Prove that the medians of a triangle meet at a point which is a point of trisection of each median.
2. Find the locus of points equidistant from two fixed points.
3. In any triangle XYZ find a point in XY equidistant from the two sides YZ and ZX.

**Algebra.**
1. Given that 10 metres are approximately equal to 11 yards, draw a graph to convert metres to yards or yards to metres. From the graph express 15 metres in yards and $2\frac{3}{4}$ yards in metres.
2. Solve the equations : $\begin{cases} 2x + 4y = 16\frac{1}{3} \\ 6x + 3y = 28 \end{cases}$
3. If 6 lb. of coffee and 5 lb. of tea cost £1 : 9 : 0, and 5 lb. of coffee and 6 lb. of tea cost £1 : 9 : 8, find the cost of each per lb.

**Drawing** (with brush and in colour).
1. A study of trees.
2. A study in perspective,—roofs, bridge or tower, etc.

**Music Appreciation.**
What music by Mendelssohn have you heard this term ? Write your impressions of any one of the compositions.

**Recitations.**
Father to choose two Bible passages and a poem.

**Reading.**
Father to choose a poem and a leading article from a newspaper.

**Music.**
Examine in work done.

**Singing.**
Father to choose an English, a French, and a German song, and three exercises.

**Drill.**
Report progress.

**Work.**
Outside friend to examine. List of handicrafts completed to appear on *Parents' Report.*

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**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.

# The Parents' Union School.

*Examination 117.*

## FORM IV. Grammar.

*ERRATUM.*

Question 2. Find and quote from *Julius Caesar, or,* from *Midsummer Night's Dream*, examples of the following figures of speech, naming them,—simile, metaphor, hyperbole, metonomy.

3. Write notes on *three* of the following,—iambic pentameter, alliteration, heroic couplet, ballad metre, Spenserian stanza, the sonnet. With the help of your anthology, quote, (or name), examples.